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## As Others See Us

Letters of E. G. Lowrey, Washington correspondent of the New York  
Evening Post, who accompanied the Congressional Party.

HONOLULU, May 16.—Why San Francisco raised such an uproar over the presence in her public schools of half a score of Japanese children is more of a mystery than ever after visiting the public schools of Honolulu and the chief cities of the other islands. Here red, yellow, brown, and white children are taught side by side in one room. A little Chinese boy occupies the same seat with a bullet-headed lad who answers to the name McTavish. On another bench one finds a Korean and a Scandinavian studying from the same book; again, the Japanese and the Portuguese, share their luncheons and playthings. On one school here (the Kailani), where six hundred children are being taught, there is only one white child enrolled as a pupil—a little, fair-haired, blue-eyed American girl. In another school I came upon a young teacher of Hawaiian and Chinese parentage who told me that the forty children in her charge comprised eight races and nationalities. In all the schools the same conditions hold true.

Of all the agencies now engaged in Americanizing the islands of the Hawaiian group, the school impresses the casual analyst as the most potent factor for good. The schools leave a deeper impression on the mind of a visiting stranger than any of the other island institutions one has seen. The schools teach patriotism. Patriotic exercises are a part of each day's routine. A uniform exercise to teach the children love of country and love of flag has been devised by Miss Emma Lyons, a public-school teacher of Honolulu, and is used in all the schools throughout the island. At several of the schools visited the children were assembled in front of the school, the classes forming a circle about the flagpole. When the principal gave the order "Attention!" the boys removed their hats and all faced the flag as it was hoisted to the top of the pole. Then at a signal the children repeated in concert the following salutation, with right hand upraised and pointed toward the flag:

"We give our heads and our hearts to God and our country! One country! One language! One flag!"

The sight is one to make the average American's blood run a little faster and stiffen his backbone. It is difficult to keep in check elation and pride, when one sees four or five hundred little Orientals, dressed for the most part in their native garb, repeating this salutation to the flag in a clear, childish treble, and with every indication of understanding the significance and meaning of the words they utter.

### STATISTICS OF THE ISLAND SCHOOLS.

There is a uniform system of instruction in all of the public schools in the island. The latest reports available show that at the end of December, 1906, there were 151 public schools in the Territory, attended by 16,651 children, and sixty-two private schools, with a total enrollment of 5239. These 21,890 children comprised eleven, distinct nationalities in addition to 199 pupils grouped under the head of "other foreigners."

At Wailuku, on the island of Maui, the members of the Congressional party were welcomed by a little Chinese girl, Ah Ing, who is but eleven years old. She wrote her own speech, and this is what she said:

"The teachers and pupils of the Wailuku school welcome you to our little island. We are glad that you take enough interest in us to come so many thousands of miles to see us. We hope that you will enjoy your visit with us, and that you will carry home pleasant recollections of Hawaii and the Hawaiians. Our parents are of many nationalities, but we are all good Americans. We are here in school not only studying reading, writing and arithmetic, but also learning lessons of patriotism and good citizenship, so that when we grow we may become useful citizens of our great and glorious country, whose flag floats over our school every day."

Banked on the steps back of her as she spoke was as diverse a group of nationalities as could be gathered anywhere in the world. A little Chinese girl in embroidered silk trousers stood beside a little red-headed, freckle-faced girl whose name should have been Judy Brannigan, even if it was not. Pugnacious little square-headed Japanese urchins elbowed frailest Portoricans, so that they might have more room and a better opportunity to gaze at the visitors.

Of all the public-school pupils, 25 per cent are Hawaiian, 23 per cent Japanese, 19 per cent Portuguese, 15 per cent part Hawaiian, 9 per cent Chinese, and 3 per cent American. The remaining 6 per cent come under the heading "all other nationalities." The nationalities of the teachers are equally scattered. Of 443 teachers in the public schools in 1906, 73 were Hawaiian, 107 part Hawaiian, 171 American, 41 British, 7 German, 23 Scandinavian, 8 Portuguese, 9 Chinese, and 4 whose nationalities are not specified. The significant thing in this group is the absence of any Japanese teachers.

Careful records are kept of the nationalities and mixtures of nationalities among the pupils. Teachers ask pupils coming into a grade for the first time, "What are you?" Just as they ask the name and age. A Scotchman, a cashier in a bank in Honolulu, married to a San Francisco woman, told me that when his own little boy had been called upon at the beginning of the school year to answer this ques-

tion, he had replied promptly: "Three-quarters Scotch and one-quarter white."

### GOOD SCHOOL BUILDINGS.

In all the schools visited on the various islands it was a matter of surprise to find architecturally handsome, well-kept buildings, with modern appointments and fittings. The buildings were usually of brick or pebble dash, set in a large lawn with flower beds. The schoolrooms were almost invariably large, cool, airy, well lighted, provided with excellent blackboards, and in most of them copies of good pictures were hanging on the wall. Taken by and large, the New York city schools, except the newest ones, are not as good as the schools in such towns as Honolulu, Hilo, and Wailuku. In Honolulu there is a normal school where American teachers are instructing native Chinese, Portuguese and part-Hawaiian girls in the elements of pedagogy. These young women are doing an admirable work.

The general spirit of the Chinese pupils in Hawaii is shown in the following extract from a school paper written by a Chinese student in the Honolulu High School, and not intended for publication:

"The democratic Constitution of the United States suggested to the world other like policies of popular government for human prosperity and defense. \* \* \* Theodore Roosevelt, 'the world's greatest champion of peace,' has saved The Hague tribunal from failure; has brought about the treaty of Portsmouth, and ended the Japanese-Russian war; has whiffed away the war cloud that hovered over the Venezuelan blockade affair; has supported the neutrality of China in the Japanese-Russian war; and has reminded Russia of the wrongs done to the Jews at Kishenev. \* \* \* Our early heroes have built the temple of liberty, have built the temple of civilization and Christianity; they have laid the foundations for the temple of peace, dying in their struggle. The present civilized age considers it our duty to live for our country; to fight, not with weapons, but against the very weapons themselves. We must live to complete the temple of peace, for which the foundations have already been laid."

### CHINESE LIKED BETTER THAN JAPANESE.

The Chinese are much better liked than the Japanese in Hawaii, because they have shown themselves much more susceptible to the genius of American institutions. Residents in the island call the Chinese honest and faithful, but many declare the Japanese to be tricky. In the public schools one is told that the Chinese children quickly become impregnated with American ideas and American ideals. The Chinese children become to know the meaning of patriotism and show a patriotic spirit. It is declared that this spirit of American patriotism they take back to China with them. Bishop Restarick affirms that the officers of a Chinese institution write back: "Your boys are leaders in studies, in sports, and societies for advancement of religious and civil life. They burn with zeal for China and they impart their spirit to others. They are Americanizing the Orient."

The Japanese on the other hand do not so readily accept American ideas and teachings of American patriotism. In many Japanese families in the islands, I am told, it is the custom to send the children to a Buddhist priest for instruction in the Japanese language and patriotic principles for an hour or two each day before the public schools open, and after they are dismissed for the day. On the road from Laupahoehoe to Hilo a specter was pointed out to us: A Japanese private school with an arm rack on the lanai filled with wooden guns, in plain view from the road.

### EXPECTATION OF WAR WITH JAPAN.

Nearly every one in Hawaii seems to feel that the United States will have a war with Japan in the coming five or ten years. Nearly every man you meet professes to believe that Japan has designs on Hawaii, and that at the first signs of hostilities the Japanese on the islands will rise and take possession of the towns and fortifications and of the islands. This prevalent belief accounts in large part for what feeling exists against the Japanese. To quote Bishop Restarick again, from an article in the Independent:

"Still the Japanese are influenced, the women especially impressed, by the conditions of women here. 'I like Hawaii,' I heard one Japanese woman say to my wife. 'In Japan, he up high, woman down low; in Hawaii, woman she up high, too, all same man.' The children also, when they go back to Japan, as perhaps most of them do, will take some of the Americanizing which they have gained here, and it will not be lost. What makes all our work so important here is that under peculiarly favorable conditions we have an opportunity of teaching the Orientals something which they could not gain in their own lands. It will all tell, and is telling, in the uplifting of the race."

The first white people who went from the United States to Hawaii were of the best type of men and women produced in this country. They left their homes and made the long and dangerous journey to these islands impelled by an unselfish desire to teach and uplift the native. From the beginning their influence was for good, and is felt to this day.

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## WEEKLY WEATHER BULLETIN

For the Week Ended November 9, 1907.

Honolulu, November 11, 1907.

### GENERAL SUMMARY.

The mean temperatures were lower than those of the preceding week at all stations in the section, excepting one on Hawaii, and two on Maui. On Kauai and Molokai they were from 3.0 deg. to 4.2 deg. lower; 1.7 deg. to 3.9 deg. lower on Oahu; on Maui, generally from 1.2 deg. to 2.2 deg. lower, and generally from .5 deg. to 1.8 deg. lower on Hawaii.

The rainfall was light to moderate in amount throughout the section—the greatest amounts falling in the windward districts of Maui, where they ranged from 3.39 to 6.17 inches, and in the Kohala and portions of the Hamakua, Kona and Hilo districts of Hawaii where they ranged from 2.24 to 3.12 inches. In the remaining sections of Hawaii the amounts did not equal 200 inches. No rain was reported from the Kula and eastern portions of the Wailuku districts of Maui, and .21 to .26 inch from the Lahaina and western portion of the Wailuku districts. In the Koolau and Honolulu and the higher levels of the Ewa districts of Oahu the amounts varied from .06 inch to 1.89 inches, with no rain reported from the lower levels of the Ewa and the Waianae districts. The amounts on Kauai and Molokai ranged from .02 to .79 inch.

At stations having a record of ten or more years the total amount was above the average for the week 1.15 to 1.90 inches in the Kona, the northern portion of the Hamakua and the Kohala districts of Hawaii; .21 inch below in the southern portion of the Hamakua district, and 1.45 to 2.21 inches below in the Hilo and Puna districts. On Oahu they were from .53 to .95 inch below, and .66 inch to 1.35 inches below on Kauai.

The following table shows the weekly averages of temperature and rainfall for the principal Islands of the Group:

	Temperature.	Rainfall.
Hawaii .....	71.6 deg.	1.86 inches.
Maui .....	72.7 deg.	2.56 inches.
Oahu .....	72.7 deg.	0.61 inch.
Kauai .....	71.7 deg.	0.34 inch.
Molokai .....	69.6 deg.	0.61 inch.

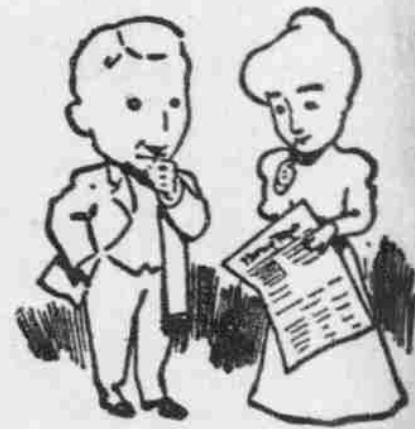
Entire Group.... 72.3 deg. 1.56 inches.

At the local office of the U. S. Weather Bureau in Honolulu partly cloudy and cloudy weather obtained including the 7th, followed by clear. Showers occurred on the first three days and amounted to .06 inch. .87 below the normal for the week, and .82 less than during the preceding week. The maximum temperature was 82 deg., minimum, 65 deg., and mean 73.6 deg., 1.8 deg. lower than the normal, and 1.7 deg. below last week's. The average relative humidity was 67.9 per cent, and prevailing wind direction NE., with an average hourly velocity of 7.6 miles.

WM. B. STOCKMAN,  
Section Director.

### A PUBLIC TRUST.

During his recent visit at Gettysburg, Pa., where the memorial to Gen. Greene was unveiled, Gov. Hughes gave an informal talk to the faculty and students at Gettysburg college. After stirring reference to the service of the youth who in the war on both sides served their cause, he declared that it lay within the power of the boys before him to render equally high service, though in another form. "This is a very different job," said he. "I would not disparage patriotism, or the courage of men who faced the belching mouths of cannon or went out against death in the rifle-fire at night—all honor to them! But the kind of courage needed now is that of men who will face a public job with the same patriotism. This country will never be great, nor realize the ideals we profess," said Gov. Hughes, "unless we count service to the state far greater than the amassing of wealth or any private gain. The man who will cheat the state, whether he be in a legislature or an executive office, ought to be put in a public place and run out." It is well worth while to reproduce these words of the reform governor of the Empire state so that they may reach the young men among our readers, whether in college or out. The growing ideal of citizenship, the only one fit to go with our institutions, is here set forth. Not only must the state receive no detriment at the hands of its citizens, as was the old Roman injunction, but it must receive painstaking and positive service.—Springfield Republican.



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